College, Career, and Civic Life (C3) Frame work:

1. Academic inquiry and civic action.
2. Devotes equal importance to civics, economics, geography, and history and by recognizing that social studies includes the behavioral sciences.
3. Two broad categories: skills needed for inquiry (questioning, evaluating evidence, and communicating conclusions) and those grounded in academic concepts (why you want to teach what you teach).

https://edge.edx.org/c4x/SmithsonianX/ED1.1/asset/LeeSwan\_C3Literacies.pdf

NCSS and C3’s shared principles:

* Social studies prepares the nation’s young people for college, careers, and civic life.
* Inquiry is at the heart of social studies.
* Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
* Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
* Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

NCSS and C3 emphasize an instructional shift to acquisition of and application of knowledge with the aid “of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world setting to become active and engaged citizens in the 21st century.

Dimension 1: Developing Questions and Planning Inquiries

* The NCSS article describes the importance of inquiry by saying “Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.” (NCSS,2013) These questions and the skills to make and develop these questions will be built over the course of a student’s entire scholastic career. With certain miles stones being met every 2-3 years.
* The Common Core article agrees with this statement. It states that social studies education is very reliant on text for information sources and describes two sources for texts: primary and secondary. Students will need to know how to ask questions in order to determine the validity of their selected sources.  Both articles also describe the importance of English language arts literacy and its use in article and informational source selection.

Dimension 2: Applying Disciplinary Tools and Concepts

* According to National Council for the Social Studies, Dimension 2 of the C3 framework is applying disciplinary tools and concepts, specifically civics, economics, geography, and history. The article extends on this idea by saying that there should be equal coverage for all four disciplines of social studies. It also says that questions should be addressed with all of the disciplines.

Dimension 3: Evaluating Sources and Using Evidence

* According to Common Core article, understanding of informational text reading becomes more sophisticated in grades 6-12, requiring students to “cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.” In 11-12 standards three ideas emerge: 1) notion of evidence; 2) the distinction between primary and secondary sources; and 3) the relationship between details from text and the text as a whole. These standards are supportive of Social Studies since history comes from what has been recorded.

Dimension 4: Communicating Conclusions and Taking Informed Action

* Dimension for in NCSS website is about communicating conclusions and taking informed actions.  You take all of the things from dimension 3 and in this they will be critiquing their conclusions and finding ways to take action of what they have learned.

* According to the Common Core Article, CCSS specifically encourage depth of knowledge and higher order thinking, which is sorely needed in social studies. By doing this, it relates with the C3 dimension four.  By requiring high order thinking, the students will be able to understand and communicate more on social studies, making them able to think more deeply about what they are learning and critique their conclusions.  With the right information, the students will be able to take more of an informed action on their learning.

Unique to Social Studies are:

* The 32 anchor standards in the Common Core provide a foundation for literacy in social studies. The C3 Framework argues that 21 of these anchor standards are uniquely supportive of social studies inquiry, and three anchor standards are absolutely vital to literacy in social studies.
  + Foundational All ELA/Literacy Common Core
  + Standards Supportive Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
  + Vital Reading 1; Writing 7; Speaking and Listening 1
* The NCSS Standards and Teacher Standards extend focus to ideas such as performance-based assessment, integration (more than just ELA), collaboration, differentiation, and meaningfulness.

<http://www.socialstudies.org/c3>

Bibliography

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